

CAEP and NJ DOE Regulations Alignment

(CAEP - Council for the Accreditation of Educator Preparation)

	CAEP Standard	CAEP Component	NJ DOE Regulations	Notes
Standard 1: Content and Pedagogical Knowledge	Standard 1: Content and Pedagogical Knowledge The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	Candidate Knowledge, Skills, and Professional Dispositions 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.		9/27/13 - How deep does SHU go in these areas? Suggest to introduce InTASC earlier to the students. Currently, introduced to seniors, consider with freshman.
		Provider Responsibilities 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.		
		1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations(SPA) , the National Board for Professional Teaching Standards(NBPTS) , states, or other accrediting bodies (e.g., National Association of Schools of Music –NASM).		
		1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., NextGeneration Science Standards , National Career Readiness Certificate , Common Core State Standards).		9/27/13 - Deb indicated the Next Generation Science Standards have not been adopted yet.

		<p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>		<p>9/27/13 - Is there technology in the field placements that our students can learn to implement? Can field placement/partnerships be evaluated to ensure schools are using tech? How can we challenge our students to implement tech even if their field schools don't seem to be implementing it? Consider a Tech. Advisory Committee of field school tech coordinators/supervisors to ask what we are missing in preparing our students. What don't they know? How can we better prepare for use of tech in schools?</p>
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Standard 2: Clinical Partnerships and Practice	Standard 2: Clinical Partnerships and Practice The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge ,skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.	Partnerships for Clinical Preparation 2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.		9/27/13 - Now there has to be more assessment of quality of cooperating teachers. Work more closely with principals and professional development of coop teachers. Need to develop rubrics for measuring or assessing the quality of coop teachers.
		Clinical Educators 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.		9/27/13 - Field office is working on partnering with schools to be more collaborative in coop teacher assignments. How thoughtful and collaborative are IHE's with their PDS's? Can CEHS grow and develop and have another PDS? Hire someone to focus in Urban setting and STEM, possible PDS? Moe connection with SHU alums; conversations for placements.

		<p>Clinical Experiences</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>Proposed to the state board on June 5, 2013 by Peter Shulman, Assistant Commissioner/Chief Talent Officer, Division of Teacher and Leader Effectiveness and outlined in a memo on June 11, 2013:</p> <p>NJ DOE is proposing a performance assessment for certification of traditional candidates by January 2016. A specific tool is not in place; it is open to RFQ process from multiple providers to determine best options. The edTPA is an example of one of the better known performance assessments.</p>	<p>9/27/13 - Can we share evaluations from Passport as a basis for evaluating coop teachers and their impact on our students' learning?</p> <p>Can we add video component to CEHS eval and use in place of edTPA? (10/25 note - Dr. May introduced the Clinical Competence Inventory from NJ IHE Consortium as possible eval.</p>
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Standard 3: Candidate Quality, Recruitment and Selectivity	Standard 3: Candidate Quality, Recruitment and Selectivity The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.	Plan for Recruitment of Diverse Candidates who Meet Employment Needs 3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.		10/25/13 - How do we look for grant money/scholarships for Ed majors to help find funding for them to be at SHU? STEM \$ for Math/Science majors?
		Admission Standards Indicate That Candidates Have High Academic Achievement And Ability 3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE: <ul style="list-style-type: none"> • is in the top 50 percent from 2016-2017; • is in the top 40 percent of the distribution 	Proposed to the state board on June 5, 2013 by Peter Shulman, Assistant Commissioner/Chief Talent Officer, Division of Teacher and Leader Effectiveness and outlined in a memo on June 11, 2013 : <ul style="list-style-type: none"> • Raise the GPA for Entry and Certification Requirements: Move from 2.5 to 3.0 (effective Sept 2015 for traditional programs; from 2.75 to 3.0 effective Sept 2014 for CEAS & Alternate 	10/25/13 - There are 24 teacher prep programs in the state of NJ. How do we differentiate? Why SHU? how do we compete financially? STEM scholarships? Work with CAS to have buy in and work with us on retention. Omayra - Kids at College program to reach kids earlier. Scholarship Overnights for Ed majors.

		<p>from 2018-2019; and</p> <ul style="list-style-type: none"> • is in the top 33 percent of the distribution by 2020. <p>If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.</p> <p>Overtime, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.</p> <p>The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.</p>	Route)	
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		<p>Additional Selectivity Factors</p> <p>3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.</p>	<p>Proposed to the state board on June 5, 2013 by Peter Shulman, Assistant Commissioner/Chief Talent Officer, Division of Teacher and Leader Effectiveness and outlined in a memo on June 11, 2013:</p> <ul style="list-style-type: none"> Require an assessment of basic skills (Praxis I) for entry into a traditional or alternate route program beginning in Sept. 2014, and allow candidates with a high enough SAT or ACT score to waive the assessment. 	<p>10/25/13 notes - Praxis I is now the Core Battery; mandate as of 9/14. Can test out with SAT of 1660 or higher OR ACT of 23 or higher</p> <p>When PARCC is in place, if a student scores a 4 or 5 they are 'college ready'. Will this replace the SAT/ACT requirement?</p> <p>If a student passes Praxis II, why have to take Praxis I/Core? Eric N. from NJ bringing to state for clarification. If passing Praxis II replaces Core, then can't declare as an Ed major until Junior/Senior year. Need orientation in the Fall freshman year to prep students to take and pass the Core before Fall of sophomore year. Possible portfolio review/use Passport to track?</p>
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		Selectivity During Preparation 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.		10/25/13 notes - Have to assess developmental knowledge of students in both clinical evals and course syllabi
		Selection at Completion 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.		Performance Assessment?
		3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.		

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Standard 4: Program Impact	Standard 4: Program Impact The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.	Impact on P-12 Student Learning and Development 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.	Following a two-year pilot program of AchieveNJ in the state, on March 6, 2013 the DOE proposed regulations for evaluation policies effective in September 2013. Based on the timeline established in the TEACHNJ law , AchieveNJ is being implemented statewide in the 2013–14 school year.	10/25/13 notes - All 24 EPP's in NJ will have a public report card, can be misleading - doesn't represent TeachAmerica, private schools, grad school. Data from hiring districts will reflect back on SHU. First report card available March/April 2014.
		Indicators of Teaching Effectiveness 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.		10/25/13 notes - clinical evaluation forms have to be reliable and valid
		Satisfaction of Employers 4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.		10/25/13 notes - Alumni surveys will be mandated by the state; can't get teacher certificate without completing eval. Employers will report on new hires and how prepared they were.

		Satisfaction of Completers 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.		
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Standard 5: Provider Quality Assurance and Continuous Improvement	Standard 5: Provider Quality Assurance and Continuous Improvement The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	Quality and Strategic Evaluation 5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.		
		5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.		

		Continuous Improvement 5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results overtime, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.		
		5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.		
		5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.		